

MAST Community Charter School

- MAST community Charter School began as a 7-12 school in 1999. Since that time, we have added grades Kindergarten through 6, creating a comprehensive K-12 public charter school.
- In order to comply with the Pennsylvania State mandated career education requirement for grades 3-12, we hired Amy Slivinski to create a career education curriculum for our school.

MAST's Objectives

- Develop career development curriculum for grades 7th-12th.
- Limited time -- Something that can easily and quickly be delivered in the 30 minute English Classes

Career Development Curriculum

- Based on the National Board for Professional Teaching Standards and the American School Counselor's Association
- Developed a Mission Statement
- Created a Portfolio Process
- Lessons incorporated Experiential Learning

career 7-12.

9-10

resistance from teachers.

Surveys

Focus Groups

where get info.

Career Club

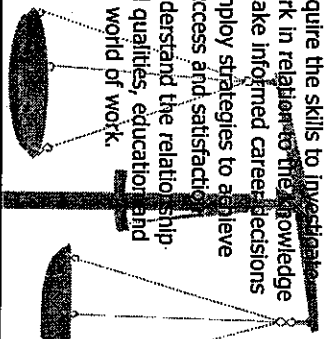
internships/job shadow.

Portfolio Process

experiential learning

ASCA Standards

1. Students will acquire the skills to investigate the world of work in relation to the knowledge of self and to make informed career decisions
2. Students will employ strategies to achieve future career success and satisfaction
3. Students will understand the relationship among personal qualities, education and training and the world of work.

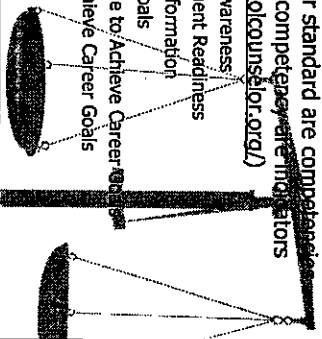


self assessment +
exploration
decision making.

American School Counselor Association

- Under each career standard are competencies. Then under each competency are indicators (<http://www.schoolcounselor.org/>)

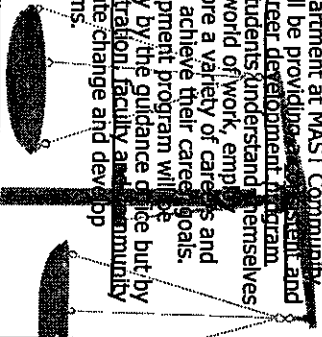
- Develop career awareness
- Develop Employment Readiness
- Acquire Career Information
- Identify Career Goals
- Acquire Knowledge to Achieve Career Goals
- Apply Skills to Achieve Career Goals



align lessons with
standards.

Mission Statement

- The guidance department at MAST Community Charter School will be providing a consistent and comprehensive career development program that will help all students understand themselves in relation to the world of work, employ strategies to explore a variety of careers and make decisions to achieve their career goals. The career development program will be supported not only by the guidance office but by the entire administration, faculty and community in order to stimulate change and develop innovative programs.



Presented to Parents
Alumni.

Middle School	
ASCA Standards	Examples of topics covered
7th Grade <ul style="list-style-type: none"> Establish an awareness between doing well in school and career success Develop an awareness of personal abilities, skills, interests, values Understand the importance of responsibility, dependability, integrity Learn to use the Internet to access career planning information 	Introduction to career development, nontraditional and traditional careers
8th Grade <ul style="list-style-type: none"> Understand that the changing workplace requires lifelong learning and acquiring new skills Learn to set goals and make decisions Apply decision making skills to career planning, course selection 	Focus on eliminating career stereotyping, goal setting for high school and exploration of careers through quest space and field trips

Have you thought about careers?

traditional

received advice

movies + on-

What do they think about work?

Example Lesson 1

- A paper bag of careers – 30 minutes
 - Using appropriate magazines, the students should use a large paper bag to display their ideal job, their thoughts on work, the lifestyle they want to live and their educational goals. ("21 Strategies for K-12 Career Development" by Debbie Osborn)
 - American School Counseling Association**
 - Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
 - Competency A:1 – Develop Career Awareness
 - Develop an awareness of personal abilities, skills, interests, and motivations

Use information.

eliminate career

gender bias.

self assessment

exercise.

Example Lesson 1 continued...

Instructions for the Activity:

- The bag will be important to keep throughout 7th and 8th grade. The students will put their notes in the bag, facts about their careers choices and their action plan. They will enter high school with a "bag" full of ideas for their career.

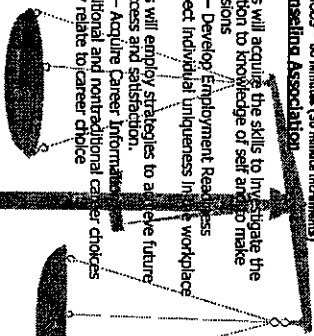
Discussion questions:

- Each student should explain why they decorated their bag.
- What they thought about the process?
- What do you see in the future?
- How did you learn about that job/career/etc?

Example Lesson 2

Eliminating Stereotypes in Jobs - 60 minutes (20 minute increments)

- American School Counseling Association
 - Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions
 - Competency A:2 - Develop Employment Readiness
 - Learn to respect individual uniqueness in the workplace
 - Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
 - Competency B:1 - Acquire Career Information
 - Describe traditional and nontraditional career choices and how they relate to career choice

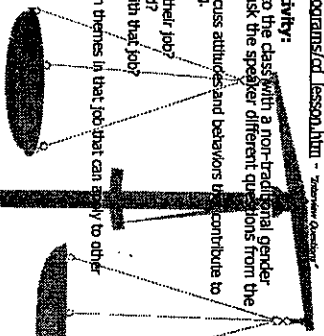


Example Lesson 2 continued...

http://www.afm.edu/doe/programs/cd_lesson.htm - "Discover Gendering"

Instructions for the Activity:

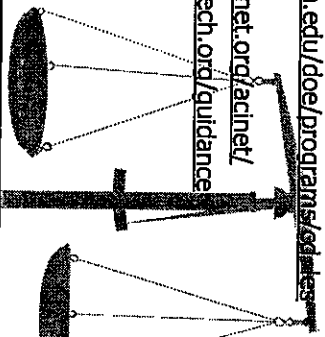
- Have a speaker come into the class with a non-traditional gender job. The students must ask the speaker different questions from the interview question list.
 - Then have the class discuss attitudes and behaviors that contribute to eliminating stereotyping.
- Discussion Questions:**
- Were you surprised by their job?
 - Why were you surprised?
 - Do you know anyone with that job?
 - Does it interest you?
 - What are some common themes in that job that can apply to other jobs?



eliminate gender bias.

Resources

- <http://www.afm.edu/doe/programs/sd/ies/son.htm>
- <http://www.acinet.org/acinet/>
- www.okcareertech.org/guidance



Oklahoma.

Fla.

Career Site.

**Career Paths.*

MAST's experience

- 7th grade students responded positively to the career education lessons presented in their classrooms.
- Middle school students at MAST had a difficult time defining jobs and categorizing them into career paths.
- We are projecting that implementation of a 3-6 career education program will produce middle school students more knowledgeable regarding the world of work.

High School

Examples of ASCA Standards Covered	Examples of topics covered
9th Grade <ul style="list-style-type: none"> • Maintain a career planning portfolio • Describe the effect of work on lifestyle • Understand the importance of planning • Acquire employability skills such as working on a team, problem solving and organizational skills • Balance between work and leisure time • Develop Hobbies and Vocational Interests 	Self Assessment – Understanding and Identifying skills, interests, weaknesses, abilities, interests
10th Grade <ul style="list-style-type: none"> • Administer assessments that are up to date and age appropriate • Use research and information resources to obtain career information • Select course work that is related to career interests 	Exploration – research and exploring a variety of careers and planning for their post-secondary path, cost of work

Example Lesson 3

- Sophie's Choice – 30 minute Values Exercise
- Experiential Activities for Teaching Career Counseling Classes and for Facilitating Career Groups (National Career Development Association)

everyone wants to be
a CSI

homework journal.

Self Assessment
Psychological Assessment
Exploration.

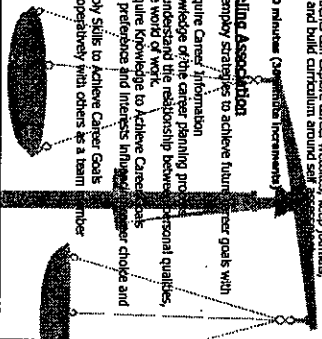
Example Lesson 4

- Have students complete an assessment in 10th grade rather than 9th grade
- Throughout 10th grade students can explore career websites, keep journals, review assessment results and build curriculum around self

Be your own Counselor - 60 minutes (30 minute increments)

American School Counseling Association

- Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
 - Competency B.1 - Acquire Career Information
- Standard C: Students will demonstrate knowledge of the career planning process.
 - Competency C.1 - Acquire Knowledge to Achieve Career Goals
 - Competency C.2 - Apply Skills to Achieve Career Goals
 - Competency C.3 - Acquire Knowledge to Achieve Career Goals
 - Identify personal preference and interests influenced career choice and success
 - Learn to work cooperatively with others as a team member



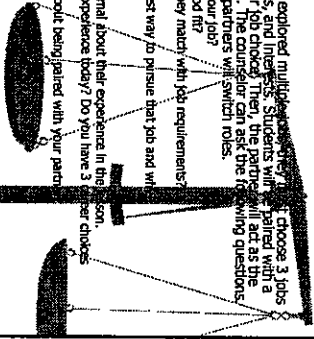
Example Lesson 4 continued...

Instructions for the Activity

- Now that the students have explored multiple careers, they will choose 3 jobs that match their values, skills, and interests. Students will be paired with a counselor and ask questions. The counselor will act as the "values" questions. In the next 30 minutes, the partners will switch roles.
 - What did you learn about your job?
 - Why do you think it is a good fit?
 - What are your values? Do they match with job requirements?
 - What are your next steps?
 - What do you think is the best way to pursue that job and why?

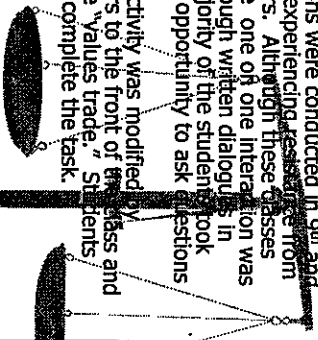
Journal:

- Students should keep a journal about their experience in this lesson.
- What did you think of the experience today? Do you have 3 career choices narrowed down?
- What did you find helpful about being paired with your partner?



MAST's Experience

- Large group lessons were conducted in 9th and 10th grades after experiencing lessons from classroom teachers. Although these classes were less intimate, one of the interactions was accomplished through written dialogues in journals. The majority of the students took advantage of this opportunity to ask questions and get feedback.
- Sophie's Choice activity was modified by bringing volunteers to the front of the class and demonstrating the "values trade." Students then paired up to complete the task.



High School	
Examples of ASCA Standards Covered	Examples of topics covered
11th Grade Assess and modify their educational plan to support career goals Demonstrate awareness of the education and training needed to achieve career goals Understand the importance of equity and access in career choice	Setting goals for life after high school and gathering information about career shadowing and internship experiences
12th Grade Learn about the rights and responsibilities of employees and employers Apply job readiness skills to seek employment opportunities	Resume writing, job search strategies and interviewing skills

Summer

10th-11th

11th-12th

budget

interviews

job shadow/mentorship

internship.

"work ready"

develop internship posit.

meet on 11th or 12th

Resume.

research job.

Example Lesson 5

Resume Writing

- 30 minutes - Review the basics
- 30 minutes - Review and critique resume samples
- 90 minutes (30 minute increments)
 - Students will create a "fake" resume with their potential career choice and the pathway to that career. They can review some of the information in their portfolio that they developed in prior grades to help them create the resume

Example Lesson 6

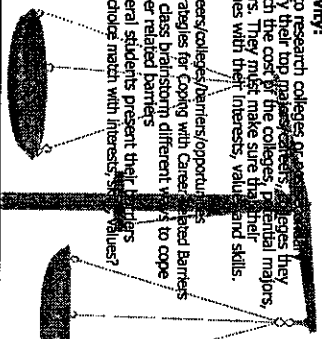
Researching Colleges/Careers/Post-secondary options - 90 minutes (30 minute increments)

- American School Counseling Association
 - Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.
 - Competency B:1 - Acquire Career Information
 - Use research and information resources to obtain career information
 - Learn to use the Internet to access career planning information

Example Lesson 6 continued...

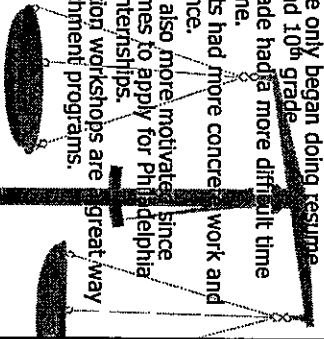
Instructions for the Activity:

- The students will begin to research colleges and majors. They will identify their top major/careers and colleges they are interested in, research the cost of the colleges, potential majors, opportunities and barriers. They must make sure that their major/career plan matches with their interests, values and skills.
- Identify top majors/careers/colleges/barriers/opportunities
- Identifying Effective Strategies for Coping with Career-related Barriers
 - Have the class brainstorm different ways to cope with career related barriers
 - Have several students present their findings
- Does the major/career choice match with interests, skills, values?



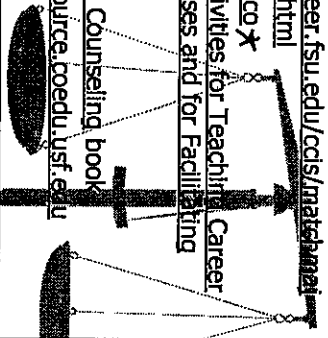
MAST's Experience

- Currently, we have only began doing resume writing with 9th and 10th grade
- Students in 9th grade had a more difficult time creating the resume.
- 10th grade students had more concrete work and volunteer experience.
- 10th graders were also more motivated since they needed resumes to apply for Philadelphia WorkReady paid internships.
- The career education workshops are a great way to recruit for enrichment programs.



Resources

- <http://www.career.fsu.edu/ccis/matchmenu.html>
- www.bls.gov/oco *
- [Experiential Activities for Teaching Career Counseling Classes and for Facilitating Career Groups](#)
- www.ncda.org
- [Zunker's Career Counseling book](#)
- www.careerresource.coedu.usf.edu



Occupat. Outlook Handbook

free articles

theory.

MAST's next steps

- Review Electronic Portfolios and Coats of Arms
- Pupil Pages, Career Cruiser, Choice Band
- COINS
 - "Critical Ingredients of Career Interventions" from NCDIA
 - What career counseling interventions are the most effective?
 - Workbooks or written exercises
 - Individualized interpretations or feedback
 - World of Work Information
 - Modeling
 - Attention to Support Building

using electronic tools
as a supplement.

Questions???

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Strong's Interest Inventory
Self Directed Search
* Harrington/Oshea *